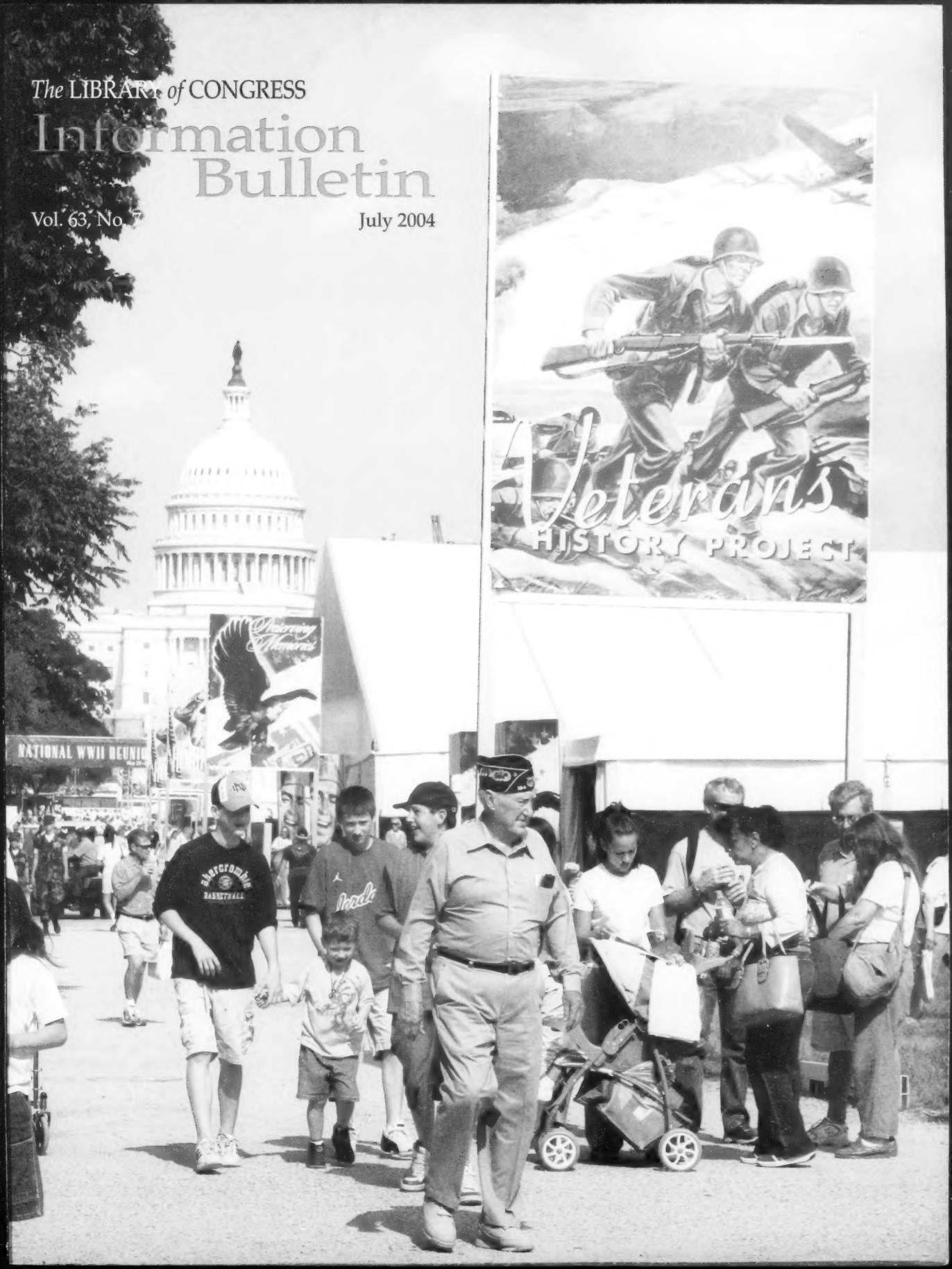
The LIBRARY *of* CONGRESS

Information Bulletin

Vol. 63, No. 7

July 2004



The LIBRARY *of* CONGRESS

Information Bulletin

Vol. 63, No. 7 July 2004

JAMES H. BILLINGTON
Librarian of Congress

119

128

130

134

On the Cover: Veterans, their families and friends, and people from every walk of life gathered on the National Mall in Washington in May for the National World War II Reunion and dedication of the World War II Memorial. *Photo by Michaela McNichol.*

Cover Story: The Library's Veterans History Project took part in the National World War II Reunion, collecting stories and memories. 107

Sharing Stories: Selections from the collections of the Veterans History Project are now on display at the Library in Washington and online. 118

Goodbye to the Gipper: The Library's Conservation Office prepared special condolence books for remembrances of the late President Ronald Reagan. 119

Textbook Teaching: The Library sponsored a symposium on the role of textbooks in the instruction of history. 120

Literary Laureate: Poet Laureate Louise Glück closed the Library's literary season with a reading from her own works. 125

Holding Honors: Two Library staff were presented with awards at this year's American Library Association conference. 126

Every Picture Tells a Story: A new book of color photos documents American life in the first half of the 20th century. 128

Cataloging Customers: The new chief of the Library's Cataloging Distribution Service is interviewed. 130

Batter Up!: A series of baseball guides from the game's early days is now online. 132

Comparing Cultures: National libraries in two nations are collaborating on a new Web site. 133

News from the Center for the Book 134

The Library of Congress Information Bulletin (ISSN 0041-7904) is issued 10 times in 2004 by the Public Affairs Office of the Library of Congress and distributed free of charge to publicly supported libraries and research institutions, academic libraries, learned societies and allied organizations in the United States. It is also available on the World Wide Web at **www.loc.gov/today**.

Research institutions and educational organizations in other countries may arrange to receive the Bulletin on an exchange basis by applying in writing to the Library's Director for Acquisitions and Support Services, 101 Independence Avenue S.E., Washington DC 20540-4100. All other correspondence should be addressed to the Information Bulletin, Public Affairs Office, Library of Congress, 101 Independence Ave. S.E., Washington DC 20540-1610, e-mail pao@loc.gov.

HELEN DALRYMPLE, Editor
PATRICIA REYES-BACA & JOHN H. SAYERS, Designers
AUDREY FISCHER, Assignment Editor

Michaela McNichol

Nearly every World War II veteran interviewed for the Veterans History Project remembered a buddy who did not return from battle. This field of more than 4,000 stars at the new World War II Memorial in Washington represents more than 400,000 U.S. soldiers killed in that conflict.

Gathering on the Mall

Veterans History Project Out in Force at WWII Reunion

By GAIL FINEBERG

For four days during Memorial Day weekend, May 27-30, veterans of World War II gathered on the National Mall in Washington to renew acquaintances and share their memories of the war. The American Folklife Center's Veterans History Project (VHP) was there to collect and preserve their stories.

The VHP operated one of seven pavilions and two performance stages on the Mall during the National World War II Reunion, which was produced by the Smithsonian Center for Folklife and Cultural Heritage and the American Battle Monuments Commission.

The VHP sponsored panel discussions, talked with scores of World War II veterans and their families and organized a cadre of volunteers who fanned out across the National Mall to talk with veterans and record their stories of service and sacrifice during the war for the VHP's growing archives of firsthand accounts of wartime experiences.

The Veterans History Project was created in October 2000 when the president signed legislation sponsored by Rep. Ron Kind (D-Wis.), Rep. Amo Houghton (R-N.Y.), Rep. Steny Hoyer (D-Md.), Sen. Max Cleland (D-Ga.) and Sen. Chuck Hagel (R-Neb.) to collect and preserve the wartime memories of veterans and those who served in support of them during World War I, World War II, and the Korean, Vietnam and Persian Gulf wars. (See the July-August 2002 Information Bulletin for a related story.)

AARP, a nonprofit, nonpartisan membership organization, is the founding sponsor of the project, with more than 1,000 other organizations also participating.

On the Mall

Throughout the four days on the Mall, VHP leaders and supporters drummed the project message home: that any and everyone who knows of a 20th century war veteran—or civilian engaged in a war effort—should make an effort to collect those stories before they are lost.

"Our project is a national project that relies on grassroots volunteer help," Beverly Lindsey, acting director of the Veterans History Project, said in her opening remarks Thursday morning, May 27, adding that the 16,000 stories collected up to that point were obtained through volunteer efforts.

"These are interviews you can do," she said. "Every veteran has a valuable story to tell; no matter whether he thinks he is a hero or not, it's a valuable story. We want that story in our collection because it is an important piece of the national history we are collecting."

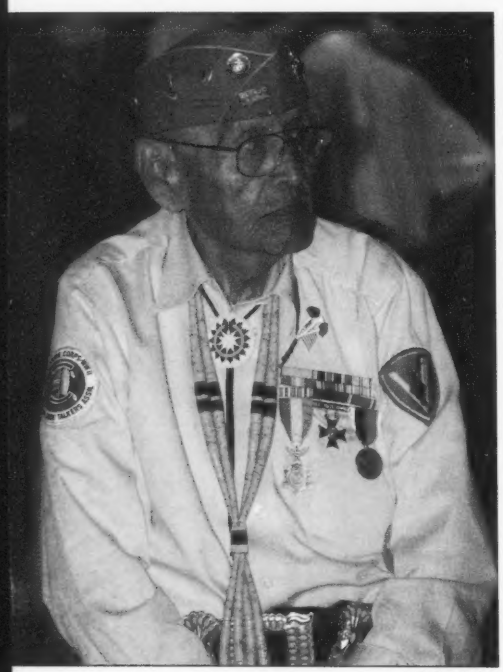
The VHP staff and volunteers, easily recognizable in their purple shirts and hats, worked throughout the weekend handing out brochures, answering thousands of questions about the Veterans History Project and VHP events, and asking hundreds of questions to collect and capture veterans' stories.

Veterans with families in tow flocked to the pavilion, seeking someone to record their memories. They filled pavilion seats to hear the Tuskegee Airmen, Navajo Code Talkers, POWs, Army nurses and others who told their war stories on stage. At the conclusion of every program, fans mobbed their war heroes, seeking autographs and photographs.

Reporters, photographers and camera crews—from CNN and CBS to Channel 1 in Russia and Spiegel

Michaela McNichol

Joseph Doria, left, wandered the Mall thanking every veteran he encountered for making "this great country" safe for his family, whom he brought from the Philippines for a "better life" in the United States. Here he expresses his gratitude to Air Force veteran James Dobson, who survived capture as a prisoner of war.



Michaela McNichol

Merril Sandorah, 79, of Tuba City, Ariz., served at Marine headquarters in the Pacific translating orders to the field into Navajo, a language that the Japanese could neither decipher nor understand.

Online in Germany, from The New York Times, Los Angeles Times and The Washington Post to the Lancaster (Pa.) Evening News and Milwaukee Journal Sentinel—came in search of stories and pictures. By Sunday night 69 media representatives had signed in at the VHP Pavilion.

"People love to tell stories and hear stories," said Diane Kresh, director of the VHP volunteer effort. "These [stories] are running the whole gamut of emotions. The staff is loving it, and the press is looking for 'the hats' and recording not only veterans' stories, but the stories of the stories."

One story—captured on audiotape by VHP senior program officer Sarah Rouse and videotaped by ITS multimedia coordinator Jim Cannady for the VHP Web site—was that of veteran Howard Belton Greene, of Tryon, N.C., whose D-Day feats paralleled those of Capt. John Miller (Tom Hanks) in the Steven Spielberg film "Saving Private Ryan."

Kresh observed that storytelling and recording seemed to be cathartic for the veterans and rewarding for the volunteers. That was the experience of one volunteer team, writer-editor Susan Reyburn and researcher Anjelina Keating, who are working on a World War II reference book for the Library's Publishing Office. They interviewed six subjects in four hours and talked to two others who declined interviews, preferring to preserve their privacy.

"Most of them were a little reluctant, saying they didn't really do anything special and didn't deserve to be interviewed," Keating recalled. The pair discovered that a question about their subjects' responsibilities and duties during the war was "enough to trigger big stories and very telling small details," Reyburn said.

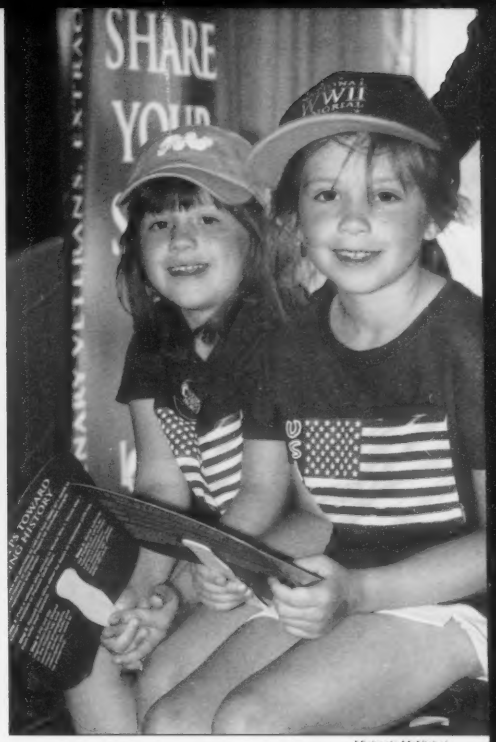
Both interviewers said they were struck by the modesty of those they questioned. "Almost to a man, they said they were only doing their jobs," Reyburn said. "But what jobs for 19-year-olds—liberating concentration camps, fueling planes under fire, landing on Okinawa. When I thought about the summer jobs my friends and I had at that age, it was hard to believe what they were asked to do—and did do."

One Navy vet said he didn't have any stories to tell, but it turned out he had survived a number of close calls while serving on a destroyer and doing convoy duty in the Battle of the Atlantic.

"We heard from every veteran we talked to that they were lucky," Keating said. "I was surprised that so many people we interviewed started crying. I wasn't quite prepared for how emotional even such a short interview

Gail Fineberg

Martin "Bud" Castle, 83, a gunner in a B54 shot down on its way back to base, tells the story to VHP volunteers Alice Parrish and Mike Ashenfelder. Castle's great-grandniece, Peg MacDougall, left, insisted her Uncle Bud make the trip to Washington from his home in Sun City, Ariz.



Michaela McNichol

Sisters Shannon and Carlie McLaughlin wait in their grandfather's wheelchair while he tells his story. Their grandfather's name is Charles Joseph Szostak.

would be. Many family members of the veterans thanked us profusely."

"It was an incredibly rewarding experience to hear from the vets themselves, and it's very satisfying to know that what they had to say is on record now," Reyburn said. "One vet told us that this weekend was one of the biggest events of his life, and for us to have been minor participants in it made the day all the more poignant."

In addition to telling their stories to volunteer teams roving the Mall, veterans packed a VHP pavilion section equipped with 20 laptop computers, where they could write their own stories or tell them to VHP volunteers who typed them online. They told stories on stage in the VHP pavilion, in 30 hours of public programs, and in the privacy of two soundproof interview booths at the pavilion. They spoke on Capitol Hill during interviews in the Library's Thomas Jefferson Building.

They also brought to the VHP pavilion photographs, memoirs they had written, and letters and memorabilia, such as a worn box containing POW bracelets. One veteran of the 4th Infantry Division, 22nd Regiment, Newton Henshley of Brownsburg, Ind., wasn't ready yet to part with a large, red Nazi flag he had captured from a small town's bank tower while he was under sniper fire from retreating German soldiers near the end of the Battle of the Bulge. But he promised that the flag, photographs and other original artifacts would come to the Library someday after they are handed down through his eight children. "I'll put it in my will," he said.

One Soldier's Story

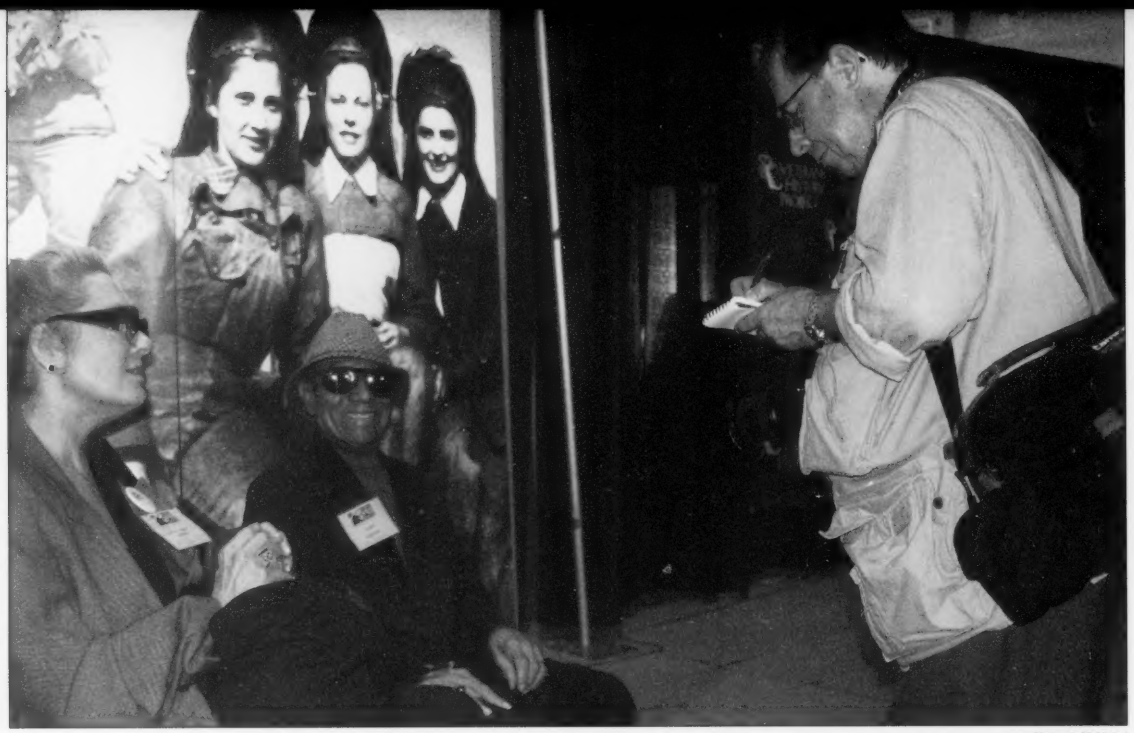
The words came haltingly at first, then in a rush, as if the memories had been dammed up for six decades, waiting for release at the National World War II Reunion on the National Mall.

"I was one of the lucky ones," blurted Martin "Bud" Castle, 83, of Sun City, Ariz. Wearing a light blue cap bearing the insignia of the 389th Bomb Group, he sat in a wheelchair parked in the shade not far from the big white tent housing the VHP. Remembrance of his last bombing mission in Europe came to mind with such force that his voice broke and his broad shoulders shook with emotion. His great-grandniece, Peg MacDougall of Holt, Mich., stepped forward to touch his arm. "It's OK," she said.

A moment passed before he could continue telling his story to VHP volunteers Alice Parrish of the Library's Copyright Examining Division and Mike Ashenfelder of the Office of Strategic Initiatives.

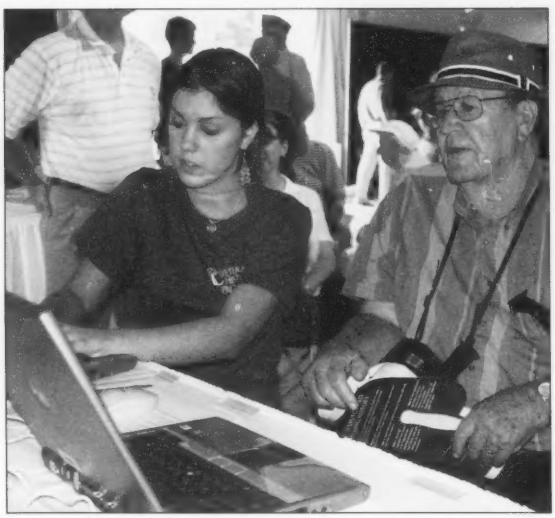
Michaela McNichol

Pilot Miguel Encinias, a veteran of World War II, Korea and Vietnam, was shot down over northern Italy and was held as a POW.

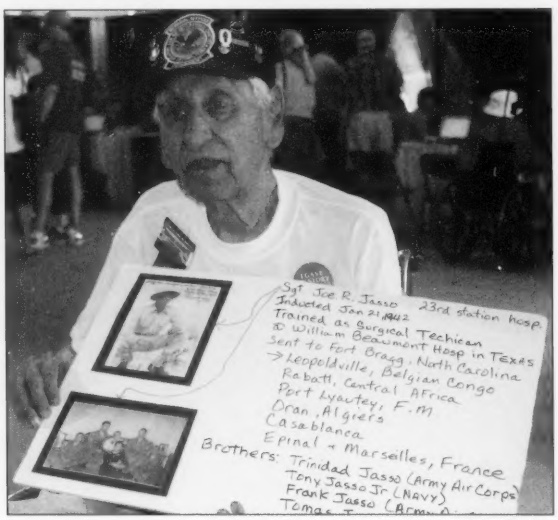


Michaela McNichol

Tap dancer Fayard Nicholas recalls entertaining troops at Fort Huachuca, Ariz.



Michaela McNichol


Sgt Joe R. Jasso 23rd station hosp.
Inducted Jan 21 1942
Trained as Surgical Technican
@ William Beaumont Hosp in Texas
Sent to Fort Bragg, North Carolina
→ Leopoldville, Belgian Congo
Rabatt, Central Africa
Port Lyautey, F.M
Oran, Algiers
Casablanca
Epinal + Marseilles, France
Brothers: Trinidad Jasso (Army Air Corps)
Tony Jasso Jr (NAVY)
Frank Jasso (Army

Michaela McNichol

Veterans recorded their stories and brought photos and other memorabilia to the VHP Pavilion during the World War II Reunion on the Mall.

Castle was the first veteran Parrish and Ashenfelder encountered after they readied their tape recorder and reviewed their team strategy; to start, Parrish asked the questions and Ashenfelder recorded the answers. First, they elicited information essential to future researchers: Castle's name and address, birth date (Jan. 16, 1921), dates of military service (1942-45), outfit (389th Bomb Group, 8th Air Force), rank at the conclusion of his service (staff sergeant) and permission to use his words.

Then, microphone in hand, Parrish asked, "Do you have any one particular war memory that you would like to share with us?"

That question was all it took for Castle to pour out the story of his 24th bombing mission over an enemy target in German-occupied France. He couldn't remember the date in 1945, but he was one mission away from going stateside; Air Force policy was to send bomber crews home for a break after 25 bombing missions.

Castle's previous 23 bombing runs had been uneventful, even routine. His bomber group would launch at dawn, fly in formation over the English Channel, drop their payloads on enemy targets in France or Germany and return to base before dark. But for some reason he never figured out ("I've gone over that in my head a thousand times"), this flight

Michaela McNichol

Betty Smith tells her story of serving with the U.S. Army Nurse Corps while her husband served with the Army Air Corps during World War II. Their daughter, Marilyn Smith Rice, also an Army nurse, accompanied Smith to the World War II Reunion. A VHP volunteer records the story online in the VHP Pavilion.

was launched late in the afternoon. A few hours later, having completed their mission, Castle and his 11 crewmates were on their way back to their home base in England. It was about 9 p.m. and dark.

Less than 30 minutes from landing, gunner Castle saw a flash to his left and, in the glare, looked into the maw of a 20-mm cannon, seemingly pointed directly at him from a few feet away. Undetected, a German night fighter apparently had stalked his group on its way back to base and had swooped up beneath his bomber's wing to unleash its deadly fire. "I tried to get off some shots," he said, but it was futile.

On fire, Castle's bomber was headed down. He knew his aircraft would explode within minutes, as soon as flames reached the gas tank. He snapped on his parachute and jumped, the one time he was ever in a parachute.

"I was elated," he said. "The chute was open."

He landed safely in a farmer's field. Five others of his crew also jumped to safety. The other six died. "I was so lucky," he said.

"The crew had been together nearly a year. We were kinda' close, you know," he said, fighting back tears.

He shook his head. "You hear a lot of people complaining in this country," he said, adding that maybe they wouldn't complain so much if they only knew how many lives had been sacrificed to ensure the freedoms that others now take for granted.

A tape recording of Castle's story, together with a digital photo and the biographical data, join all the materials gathered by the VHP since Congress authorized the project in 2000. By the weekend's close, some 200 teams of volunteers, including Library of Congress and congressional staff and students, had interviewed almost 2,000 World War II veterans and civilian war supporters. Their stories join those collected previously from 16,000 veterans and civilians who served or supported five major wars—World War I, World War II and the Korean, Vietnam and Persian Gulf wars.

Michaela McNichol

Retired Maj. Sam Gibbons a member of the VHP's Five Star Council of Advisers, illustrates his D-Day landing behind enemy lines. "War gets glamorized too damned much. It stinks," he said.

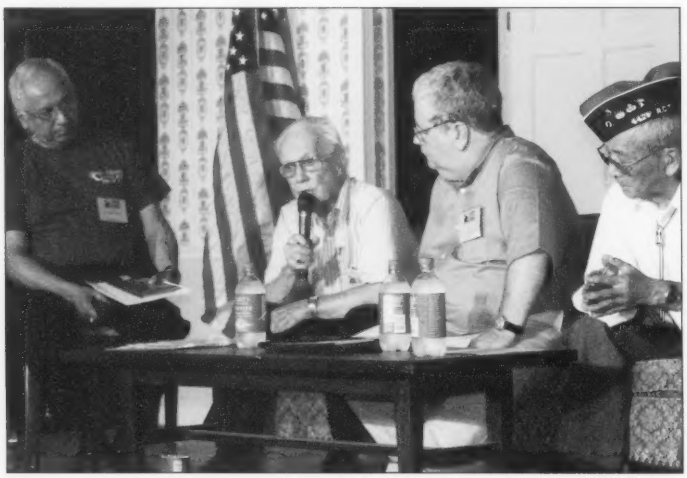
Panel Discussions

Among the panelists in the VHP pavilion during the four-day event were African Americans, Japanese Americans, Latinos and Native Americans who told their stories of heroism, not only on the battleground with America's World War II enemies but also on the battleground of civil rights. These Americans risked their lives for their country, even though they had to live in separate quarters and fight in separate units throughout the war.

Some minorities served as translators and code talkers. Some distinguished themselves as ace fighter pilots and combat soldiers. Others, not entrusted to fight because

Michaela McNichol

Tuskegee Airmen, from left, Charles McGee, Lee Archer and Thomas Lowery remember their triumphs while flying and maintaining planes for the segregated Army Air Corps in World War II. The Tuskegee Airmen had an unmatched flying record with more than 15,000 sorties, more than 300 enemy aircraft destroyed and no bomber losses.



Michaela McNichol

From left, Everett Alvarez, Richard Francies, Tom Swope and Jimmie Kanaya discuss their experiences as POWs in the Veterans History Project Pavilion.

of their race, were assigned jobs building roads through malaria-infested jungles, cleaning mess halls and latrines, cooking, laying communications lines, and treating and evacuating wounded soldiers. They may not have won medals under fire, but their jobs were essential and their stories are part of the history of World War II.

One white Army veteran, a native of Texas, admitted that he could never understand why the armed forces continued its policy of segregation of the troops during that conflict. "We were at one end of the camp; they were at the other. ... When they got shot in battle, their blood was just as red as ours."

Women at War

Wherever soldiers and sailors fought and fell in World War II, Army and Navy nurses were nearby to tend the wounded and comfort the dying, often working long past midnight, sometimes under enemy fire. Nurses and other women in the military made history as they not only served their country but also began to break down barriers to their gender and race.

Four military nurses shared their memories during a panel presentation in the VHP pavilion on May 30. One of them was Martha Blackman Leierer, a Navy nurse.

On Nov. 13, 1943, Leierer shipped out from San Francisco Bay aboard the USS Solace, a 450-bed hospital ship staffed with 17 doctors, two dentists, 113 nurses and 160 medical corpsmen. During one 16-month period, the medical staff cared for approximately 10,000 patients, of whom 7,500 were war casualties. Of these, 60 died on board.

Aboard the USS Solace until January 1945, Leierer treated thousands of young men suffering from the casualties of warfare in the Pacific islands—gunshot wounds, broken bones, burns, loss of limbs, malaria and other tropical diseases.

"These were very sick boys. We worked long days," she recalled.

As she read steadily from her notes of those days and nights, there emerged a picture of fighting in the Pacific and the high wages of war:

Michaela McNichol

The USO's Liberty Bells, dressed in vintage World War II USO uniforms, brought back fond memories for this veteran at the World War II reunion.

"Nov. 24, 1943. Picked up 250 casualties from the Gilbert Islands, where the Marines were in a serious fight with the Japanese. Reconnoitering with Navy destroyers, cruisers and troop ships, the Solace, while under way, received soldiers suffering mostly from gunshots, burns and broken bones. Patients also were loaded onto another hospital ship; more than 3,000 casualties were reported.

"It seemed as if I walked miles giving out medicines and looking after patients, Leierer recalled of her first shipboard experience with war casualties. "We had to have blackouts on board and were continually on the lookout for enemy planes and ships.

The Solace delivered its patients to Pearl Harbor and, needing repairs, picked up 500 patients there for delivery to stateside hospitals and headed for San Diego.

"Jan. 15, 1943. Headed back to Pearl Harbor and on to the Marshall Islands, where we joined a big convoy of ships. We took on many patients. I worked in the medical and neurology wards, where we had a dramatic amputation of a right arm. He died later that night. We could hear fighting and bombing on the islands."

Michaela McNichol

Navy Nurse Martha Blackman Leirer and Army nurse Marion Sebring Elcano recall their experiences nursing wounded soldiers during World War II.

"Feb. 22. Dr. Drake and I worked until 3:30 a.m. attending to wounds. We took many more patients, seriously wounded, one amputation requiring penicillin. We then headed back to Pearl Harbor. On our way, one in our convoy was hit by a Jap destroyer."

And so her recital continued, tracing the Solace's mission of mercy as it crisscrossed the South Pacific, collecting wounded soldiers from battles in the New Hebrides, New Guinea, the Admiralty Islands, New Caledonia, Guadalcanal, the Philippines and the Marianas, including Saipan and Guam, and ferrying them to hospitals in Australia or Pearl Harbor. Leierer's ship made at least eight trips to Pearl Harbor.

One War, Separate Units

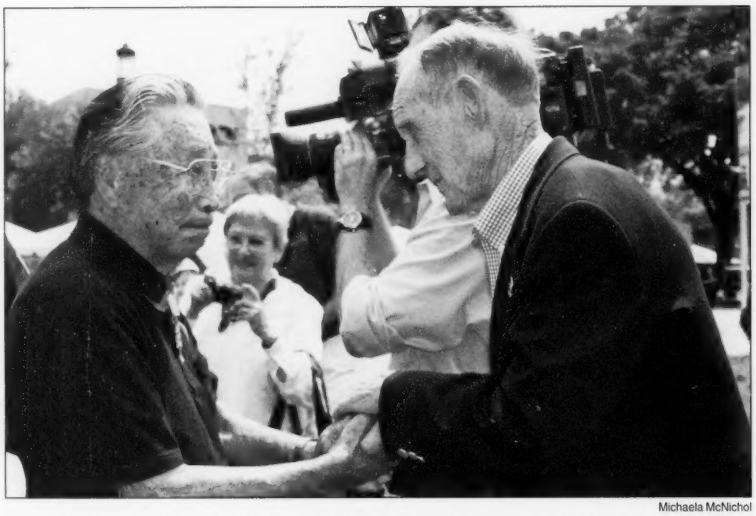
Even though people of color could not eat, sleep, view movies with or even fight in the same units with whites in World War II, fight they did, with courage and heroism.

Their feats were largely ignored by the government and the mainstream press during and after the war. But their stories are beginning to be told in their own words in books, oral history projects, and public appearances such as those on stage in the VHP pavilion during the National World War II Reunion.

Todd Moye, a military historian and director of the Tuskegee Airmen Oral History Project for the National Park Service, set the stage for two VHP appearances of three Tuskegee Airmen.

During the 1930s and '40s, he said, the prevailing racist attitude in America was that blacks were incapable of flying or maintaining an airplane. He read from the conclusion of a 1925 Army War College study: "The Negro is ... by nature subservient and believes himself to be inferior to the white man. ... He cannot control himself in the face of danger to the extent the white man can. He has not the initiative nor the resourcefulness of the white man. He is mentally inferior to the white man. It is recommended that this study be taken as the basis of policy of the War Department."

And it was the basis of the War Department's policy, according to Moye, until the National Association for the Advancement of Colored People, the black press and historically black colleges lobbied the Roosevelt administration to change it. As a result, the president directed the Army Air Corps to form a black flying unit. In 1941 a segregated flying school for black pilots was created at Moton Field near Tuskegee, Ala., in the heart of the segregated South.



Michaela McNichol

Gene Dairhearp, right, thanks George Sakato, whose 442nd Regimental Combat Team fought fiercely to rescue Dairhearp's trapped battalion in northern France in October 1944. They had not met since then.

Michaela McNichol

Women who worked for the Red Cross during the war remembered their experiences during a panel in the Veterans History Project Pavilion.

Moye said that everyone connected with the Tuskegee Airmen (pilots, ground crews and clerks) was a civil rights pioneer. They were among the first to begin breaking down racial barriers, first in the military, which was desegregated by President Truman's order in 1948, and later in civilian life.

By war's end, Moye said, about 450 of the 1,000 pilots trained in the Tuskegee flying school had flown combat missions over North Africa and Europe with the 99th Pursuit Squadron and the 332nd Fighter Group commanded by a West Point graduate, Gen. Benjamin O. Davis Jr.

Known as the Red Tails for the distinctive markings on their planes, these fighter pilots established an unmatched combat record, Moye said. Throughout World War II they never lost a bomber to enemy fighters. No other group can make such a claim, he said, adding that for every victorious pilot in the air there was a skilled flight crew on the ground.

Michaela McNichol

World War II fighter pilots Sam O'Dennis, right, and other veterans of the segregated 332nd Fighter Group have formed Tuskegee Airmen Inc., a service organization that supports young people through education, scholarships, sponsorships to military academies and flight training at the Tuskegee Institute. O'Dennis is with the Chicago chapter of the organization.

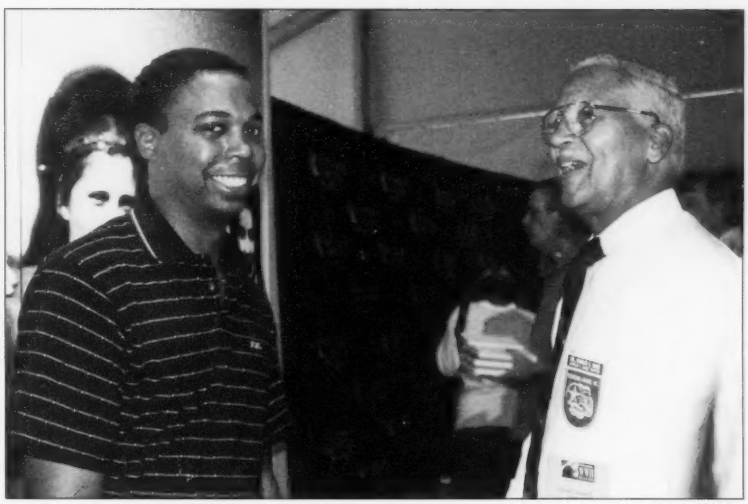
Ace Pilot

"I wanted to be a pilot since I was a little kid," recalled Lee Archer Jr., America's first Ace fighter pilot and a member of the Veterans History Project's Five-Star Council.

He wanted to fly when it appeared he would have to play a part in World War II. A college sophomore, he applied for flight training with two white buddies. He scored higher than they did on qualifying tests, but they were selected and he was not. A recruiter told him there were no "coloreds" in the Army Air Corps and suggested he volunteer for the infantry.

While he was serving with a segregated infantry unit in Georgia, Archer learned about the Tuskegee flying school and the 99th Pursuit Squadron. He was accepted for flight training at the Tuskegee Army Air Field, as Moton Field was called, and he reported for flight training in 1942, became a cadet captain and graduated as a Fighter Pilot I, Class 43-G.

Archer shipped overseas in 1943 as a replacement pilot and joined the 302nd Pursuit Squadron of the 332nd Fighter Group. By the time the war was over, he had flown 169 missions and shot down five enemy aircraft. He served 29 years with the military, retiring with the rank of lieutenant colonel. In civilian life, he became a corporate vice president of General Foods and is chairman and CEO of Archer Associates and president of the Organization Publishing Co.



Michaela McNichol

Retired Col. Charles McGee, a Tuskegee airman who flew more missions than any other American combat pilot, believes in inspiring youth to get an education and persevere in the Tuskegee tradition.

"How did you become an ace?" Moye asked Archer.

"By accident," he replied. "If you stay there long enough and are not killed, the chances of being an ace are very good."

Archer had scored two kills on

separate missions and then, in 1944, three more on a single mission while his squadron was escorting bombers home from a run over strategic targets in Hungary. "German fighters were coming from all over the place; there were more airplanes in the air than you could shake a stick at," he said. "My greatest worry was not that I would get shot down but that some idiot would run into me."

Moye introduced another Tuskegee airman, Charles McGee, who established a record of the most missions flown in combat by any American combat pilot. During his 30-year military career, he accumulated more than 6,100 flying hours. He served in three wars: World War II and in Korea and Vietnam, earning the Legion of Merit and Distinguished Flying Cross, among other medals. He retired from the U.S. Air Force with the rank of colonel and became a successful businessman.

McGee explained that one enemy ploy was to try to draw off a kill-hungry fighter pilot from the bomber he was supposed to stick with and protect. "If we saw German aircraft in the air, we didn't bother them if they didn't attack us," he said.

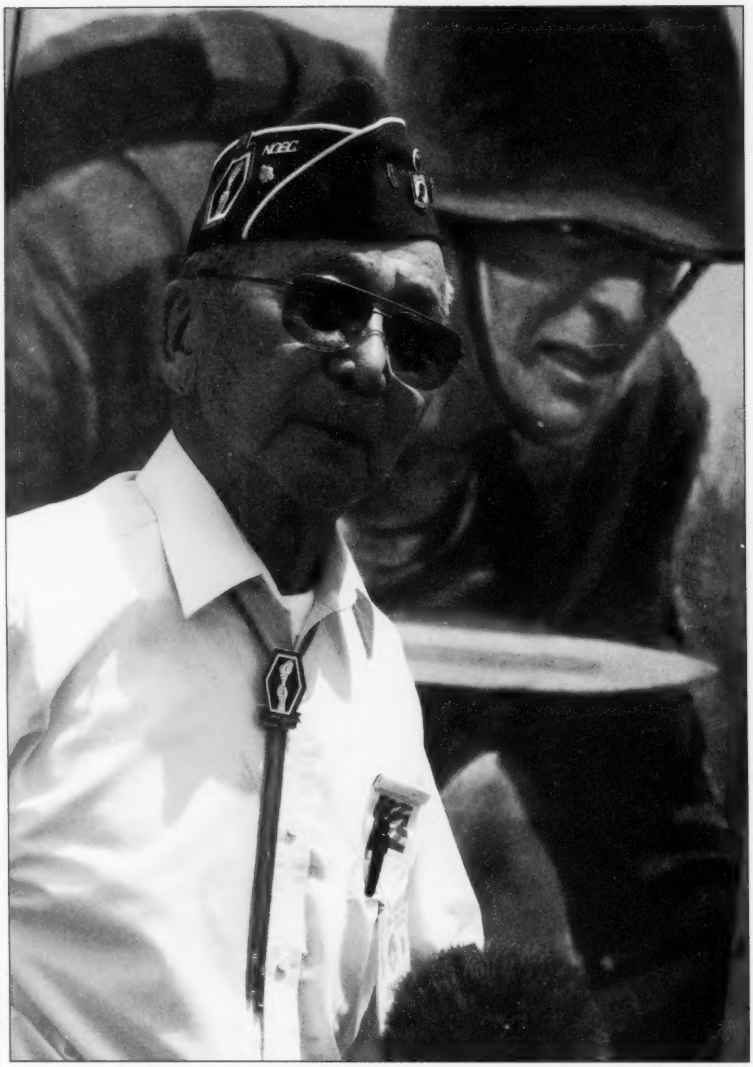
Regardless of their talent and their valor, Tuskegee Airmen were not permitted to eat, sleep or watch movies with whites, even while on combat duty overseas.

According to Archer and McGee, most white bomber pilots from the 1940s claim they never knew until recently that the escorts who had kept them safe were blacks whom the Army Air Corps had kept separate.

Archer said one bomber pilot he encountered claimed he couldn't tell his escort pilots were blacks because they wore helmets, goggles, scarves and gloves. "You looked like any other person," the pilot said. "We are like any other person," Archer retorted.

The airmen said they benefited greatly from their military careers, which provided them with education and training. "The Air Force educated me at military and civilian schools," McGee said. "When I left, I was the best prepared, black or white, for a new career."

The legacy of the Tuskegee experience, he said, was education, dedication and perseverance. "Don't let anybody stop you. That's still the lesson for this great country," he said.



Michaela McNichol

Oregon-born Jimmie Kanaya told stories of serving in the Italian and French campaigns, surviving cold and hunger in two German POW camps and marching 380 miles from Oflag 64 in Poland to Germany. The backdrop is the VHP pavilion sign.

Japanese Americans Gave Lives to Rescue Battalion

Marty Higgins was commander of the 1st Battalion, 141st Infantry Regiment, 36th (Texas) Infantry Division—the so-called "Lost Battalion"—a misnomer that mildly riles the 88-year-old World War II veteran.

"We weren't lost," he said onstage in the VHP pavilion during a panel presentation.

"We knew where we were, and the Germans knew where we were."

In October 1944 Higgins and the 1st Battalion were trapped for 5½ days on Hill 351 in the Vosges Mountains in northern France near the German border.

They were running out of men, food and water, but help was on the way from the 442nd Regimental Combat Team, consisting of Americans of Japanese, Chinese, Korean, Portuguese, Filipino and Hawaiian ancestry. The majority were Americans of Japanese ancestry from the Territory of Hawaii

Michaela McNichol

Members of the "all-Nisei" 442nd Regimental Combat Team and of the 1st Battalion, 141st Infantry Regiment, have a reunion on the VHP pavilion stage on May 27. They first met on Hill 351 in the Vosges Mountains of northern France, where the 1st Battalion was trapped.

and war relocation camps in the American West, where they had been interned by the U.S. government.

Men from the 1st Battalion and the 442nd told their stories at a reunion arranged by the VHP on May 27.

In "Operation Dragoon," the 1st French Army and the U.S. 7th Army landed on the French Riviera on Aug. 15, 1944, with the goal of driving the Germans north to Alsace. Higgins' 1st Battalion, which then numbered 600 men including 18 officers, landed at Fréjus near St. Raphael. The push north through the Rhône River Valley proceeded swiftly, but by September the German resistance had stiffened near the border, and by Oct. 24 "we were down to 275 men," Higgins said, and "I was the only line officer left."

On Oct. 24, the 1st Battalion was ordered to spearhead a frontal assault on Hill 351 east of Biffontaine, where there had been heavy fighting. "Halfway to our objective, we were attacked on our right and left flanks," and the unit was cut off.

The next morning, Higgins, the commander of rifle Company A, was selected by three other rifle company commanders to lead the 1st Battalion. "We had expended so much ammunition fighting our way in, no way could we fight our way out," he recalled. "For the first time since Aug. 15, we dug foxholes and established a perimeter defense."

By day three, the battalion was out of rations. On day four, radio communications with regiment headquarters produced a barrage of artillery shells loaded with D-ration chocolate bars and medical supplies. On day five, an air drop provided supplies and enough ammunition for 55 volunteers to attempt to break out; only five survived. The battalion engaged in hand-to-hand combat with the enemy. "It was like the siege of the Alamo," Higgins said.

On day six, the 442nd Regimental Combat Team, its own ranks decimated by heavy fighting, fought its way onto Hill 351 to save the 1st Battalion.

George Sakato was one of those warriors who fought fiercely for six days to rescue Higgins and his men.

Born in Colton, Calif., Sakato moved with his parents to Redlands, Calif., where they owned and operated a grocery store. In 1942, following the attack on Pearl Harbor, Executive Order 9066 was issued with the result that 120,000 Japanese Americans from the American West and 3,000 Japanese from the Territory of Hawaii were rounded up and herded into war relocation camps. "My family was given three days to sell their grocery store," Sakato said. They were transported to a camp in Poston, Ariz.

Even though his government had incarcerated him, Sakato at age 21 tried to enlist in the Army Air Corps. He was refused. "My draft card showed I was classified 4-C–enemy agent," Sakato recalled.

With President Roosevelt's decree that Americans of Japanese ancestry could be given a chance to prove their loyalty and patriotism, the War Department called for volunteers to form an "all-Nisei combat unit." According to a history of the regiment (**www.GoForBroke.org**), more than 10,000 volunteered for the new 442nd Infantry Regiment from the Territory of Hawaii, far beyond the 1,500 expected. Two-thirds of the new regiment came from Hawaii and one-third from relocation camps. Sakato volunteered after nearly two years of internment. "We wanted to show our loyalty to our country," he explained.

A new regimental unit, the 442nd Regimental Combat Team, was formed in 1944. A member of this team, Sakato entered the European conflict in Naples. By October 1944, the 442nd had helped liberate the French towns of Bruyères and Biffontaine in the Vosges Mountains, but the 10 days of heavy fighting had taken a toll. When the order came on Oct. 25 to free the 1st Battalion, "Half my unit was shot, gone already," Sakato recalled.

By Oct. 28 Sakato's 442nd Regimental Combat Team was closing in on Hill 351, a narrow ridge. The team's 3rd Battalion was routing the enemy from the ridge, flanked on the right by the 100th Battalion and on the left by the 2nd Battalion.

The next day, on Oct. 30, the 442nd's three fighting units converged and pierced German lines surrounding Hill 351. The celebration of the rescued and the rescuers was muted by the loss of lives and was short-lived.

The 442nd was ordered to push on through the northern forests for nine more days. According to the regiment's history, the cost of the 43-day Vosges campaign, including the assault on Hill 351, was 216 killed and 856 wounded.

After two days of rest, Higgins' 1st Battalion was assigned to the right flank of Gen. George Patton's 3rd Army in the Battle of the Bulge. Higgins was captured by Germans, held as a POW in the Oflag 64 camp in Poland and then marched 380 miles to Luckenwalde, Germany, where he was liberated by the Russians in 1945.

Recognition of the 442nd's heroic rescue was slow in coming.

"When we came home, the newspaper clips from all over the country made no mention of the 442nd, except for a few lines in Stars and Stripes," said Higgins, who has campaigned to get the story out. "I think the government censored the story because these brave men had parents in internment camps; they lost their farms and businesses."

Sakato was awarded the distinguished service cross while he was in the hospital. Then, 55 years after they proved their loyalty and valor, the country honored the veterans classified in 1941 as 4-C–enemy agents." On June 20, 2000, Sakato and 20 other veterans of Japanese ancestry from the 442nd were awarded the Congressional Medal of Honor.

The Veterans History Project Wants You

In three years the VHP has collected more than 80,000 items from some 16,000 individual submissions. Through the volunteer efforts of hundreds of organizations and thousands of individuals around the country, the project has become one of the largest national repositories of firsthand accounts of war. The VHP is one of the few nationwide oral history efforts that relies on volunteers rather than professional oral historians to collect stories and artifacts.

Those who are interested in becoming involved in the Veterans History Project are encouraged to e-mail the office at vohp@loc.gov to request a project information kit. The kit is also available online at **www.loc.gov/vets** or by calling the toll-free message line at (888) 371-5848. ◆

Gail Fineberg is editor of The Gazette, the Library's staff newsletter.

Veterans' Histories Now Available Online, On Site

In commemoration of Memorial Day, a new installment of 21 digitized collections of materials submitted to the Library's Veterans History Project (VHP) by veterans and civilians who were involved with D-Day has been made available on the Library of Congress Web site at **www.loc.gov/vets**, and a selection of materials from the VHP is now featured in the Library's "American Treasures" exhibition. It will remain on view in the Thomas Jefferson Building through Nov. 13.

Online

The fourth set of personal stories comprising interviews, letters, photographs and written memoirs is part of a Web presentation titled "Experiencing War: Stories from the Veterans History Project." They join the growing online collections from the American Folklife Center's Veterans History Project on themes that include "Courage," "Life-Altering Experiences," "Family Ties" and "Patriotism." Nearly 350 individual wartime memories are now available online.

The personal narratives focus on three topics: experiences during the June 6, 1944, D-Day landing of American and British troops in Normandy, France, called "On the Beach"; efforts in support of the battle, "Beyond the Beach"; and struggles in the days that followed, "D-Day Plus 1, D-Day Plus 2…." The digitized materials are part of the continuing effort by the Library to make its collections accessible online.

On Exhibit

The exhibition, "From the Home Front and the Front Lines," exposes visitors to the personal experiences of veterans who fought in World War I, World War II, the Korean War, the Vietnam War and the Persian Gulf War that are taken from firsthand accounts documented in correspondence, photographs, diaries, bound volumes and albums.

Maps, flags and military papers are included in the exhibit as well, which also includes two audiovisual stations. One displays filmed recollections of veterans, and the other contains a compilation of feature film clips reflecting the film industry's interpretation of war and war experiences. ◆

Michaela McNichol

Terry Boone, senior rare book conservator, and Mark Roosa, preservation director, show Librarian of Congress James H. Billington the condolence books that the Conservation Division created for members of the House, Senate and public to sign while former President Ronald Reagan lay in state in the Capitol Rotunda June 9-11.

Honor and Tribute

Library Produces Condolence Books for President Reagan

BY HELEN DALRYMPLE

The call came in from France sometime on Saturday.

Thinking he might have received a call related to the death of President Ronald Reagan in California earlier in the day, Steve Kelley, senior congressional relations specialist for the Library of Congress, checked his office telephone messages from home on Saturday night, June 5.

Kelley's intuition was correct; a staff member with Speaker of the House Dennis Hastert had called from Paris and left him a message, asking Kelley to do whatever was necessary to have the Library create condolence books for the ceremonies surrounding the lying in state of former President Ronald Reagan in the U.S. Capitol rotunda later in the week. Hastert was in France representing the U.S. Congress for the 60th anniversary of D-Day.

The task of creating the condolence books fell to the specialists in the Library's Conservation Office, a responsibility they had fulfilled on other occasions at the request of the congressional leadership. Led by senior rare book conservators Terry Boone and Yasmeen Khan, a team of three other book conservators (John Bertonaschi, Otoyo Yonekura and Lynn Kidder) created 21 hardcover condolence books bound in red or blue silk with handmade endpapers and high-quality blank pages for signatures in the space of two days.

Two of the 11-by-13-inch books were reserved for members of the House of Representatives and one for members of the Senate to write messages of condolence for Nancy Reagan. Others were to receive the condolences and signatures of congressional staff members and the thousands of mourners who streamed through the Capitol rotunda from June 9 to June 11.

After the Reagan funeral, most of the books were returned to the Library so that conservators could affix permanent gold-stamped leather labels to each book. The labels for the congressional books read: "Condolence Book of the United States House of Representatives (or the United States Senate) for President Ronald W. Reagan, 1911-2004," and the books that members of the public signed said: "Signature Book in Honor of President Ronald W. Reagan, 1911-2004."

All of the books will be sent to Nancy Reagan for permanent retention at the Ronald Reagan Presidential Library and Museum in Simi Valley, Calif. ◆

Stories of Our Nations, Footprints of Our Souls

Symposium Addresses Why We Teach History

By LENI DONLAN

Why do we teach or learn history? Is it important? Why? What role does the "textbook" play in teaching and learning history? What do textbooks include and what do they emphasize? Why?

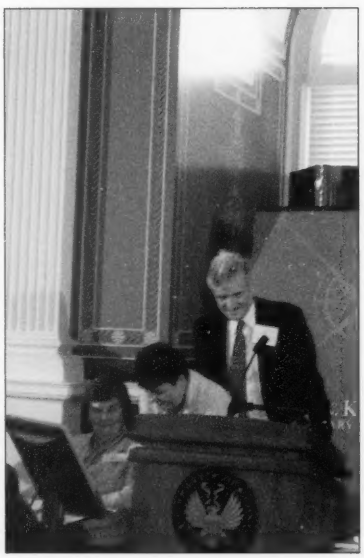
Historians, publishers, congressional staff, teachers and students grappled with these questions for a day and a half, on May 12 and13. Organized by panel presentations, followed by questions and comments from the audience, the symposium allowed participants to explore such issues as the "ownership" of history and the political implications and repercussions of "who" and "what" are included in the telling of a nation's story. The diverse perspectives of participants in this international gathering revealed some of the challenges faced today in the teaching of history, as well as the tensions and conflicts within the history community itself.

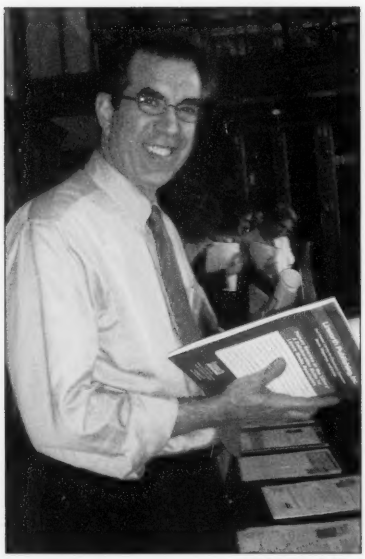
Made possible by the generosity of the Spencer Foundation, in collaboration with the American Historical Association and the Library of Congress' Office of Strategic Initiatives, the event resulted in a wide-ranging and stimulating discussion of a timely and relevant topic. Prosser Gifford, director of the Office of Scholarly Programs and the John W. Kluge Center, moderated the event.

The Changing Context of the Historical Narrative

The first panel, comprising Joke van der Leeuw-Roord (director, Euroclio), Jean Bethke Elshtain (University of Chicago), Patricia Albjerg Graham (Harvard University), Hugh Heclo (George Mason University) and Romila Thapar (Kluge Center), explored how historical themes get included in textbooks, as well as what forces influence and change the context of historical narratives.

Gifford opened the session by pointing out that history is told in narrative through themes that have varying emphases over time. Historians strive to create narratives that are accurate, relevant and capable of passing information on to the next generation.





All photos by Gail Petri

Prosser Gifford, director of the Office of Scholarly Programs and the John W. Kluge Center, moderated the symposium; Peter Pappas, assistant superintendent for instruction, East Irondequoit Central School District, Rochester, N.Y.

Joke van der Leeuw-Roord, Euroclio, confers with Peggy Spitzer Christoff of the Kluge Center.

The European Standing Conference of History Teachers was the topic of van der Leeuw-Roord's presentation. She emphasized that history teaching needs to reflect both national pride and pain and should be cognizant of the tendency of politicians and governments to use national history for political purposes. Concepts of "multiperspectivity," and "inclusion" were key to van der Leeuw-Roord's presentation.

Elshtain stated that history is not fixed but documents streams and flows of events and circumstances that occur over time. Young people, who take their bearings from their own time and place, need to see the interconnectivity of past, present and future, according to Elshtain. A strong proponent of improving civic education, Elshtain called for the inclusion of more positive civic models in the teaching of history.

Graham challenged the audience to consider the public purpose of history education. How has it changed and why? She showed the correlation between what "sells" and what is included in history books. And she noted that what historians think and promote as "history" becomes what textbook customers prefer.

Graham shared a timely worry: that simply "passing tests" as required by the "No Child Left Behind" legislation is not an adequate expectation for American education. She pointed out the difficulty the nation faces in determining its educational expectations and finding the balance between what's good for the child and what's good for society.

"What is the role of religion in historical narrative?" asked Heclo. He stated that textbooks give religion a uniform treatment—they avoid, marginalize or politicize it. Heclo contends that religious belief must be put in its historical context, because without it the central role of religion in history is forgotten. Furthermore, understanding religious doctrines and beliefs is critical to comprehending the conflicts in the world today.

Thapar, the discussant for this panel, reminded the audience that history textbooks used to be impartial, telling the "story" with narrative balance. Now national identification and legitimacy are included in textbooks, and "perspective" is conceded while expecting history textbooks to transmit heritage and values. New textbooks are developed when cultural or political changes occur that cause history to be rewritten, changing the way that society sees itself. While there are some historical constants (such as dates), "history" changes as evidence and interpretation change.

So how, Thapar asks, can students evaluate historical statement? Since the analysis of events changes as evidence or understanding advances, students must engage in critical thinking which, when applied to political events, can result in effective learning.

Interest Groups in Textbook Writing and Production

The second panel discussed the trade-offs that occur among history professionals, textbook publishers, school reform committees and other interested parties as they decide how textbooks are written and edited. Arnita Jones (American Historical Association), Wolfgang Hoepken (Institute for International Textbook Research), Casper Grathwohl (Oxford University Press), Don Ritchie (Office of the U.S. Senate Historian), Joseph Viteritti (Princeton University) and Richard Cronin (Congressional Research Service) explored the question: "What factors, beyond professional history [the interpretation of historical events and actions by scholarly, professional historians], shape the content and presentation of history textbooks?"

Jones warned of putting "scientific history" in schools and worried that "history "is called upon to justify many "noneducational" issues. She chided textbooks and history teachers for their sometimes naive attitude that lacks acknowledgment of other versions of the "narrative."

Hoepken spoke about the character and outcome of conflict as well as the role history textbooks and teaching play in post-conflict societies. Education in war-torn nations takes place under extremely unstable conditions but can sometimes serve as a cultural resource for reconciliation and fostering peace.

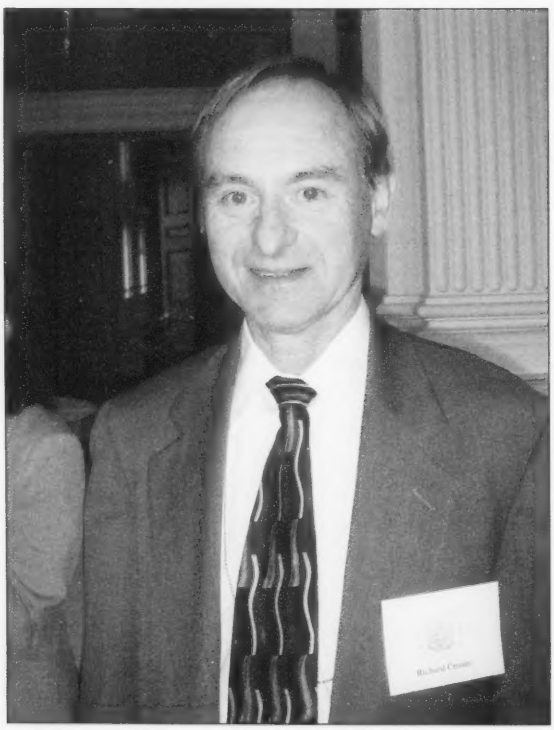
Grathwohl offered an alternative to textbooks, citing Oxford University Press' publishing program for the K-12 audience. Grathwohl spoke of the power of pairing history with language arts and of rethinking resources and offering online content as well as published textbooks. He reminded the

Jean Bethke Elshtain, University of Chicago and distinguished visiting scholar in the Kluge Center

Arnita Jones, American Historical Association

Wolfgang Hoepken, Institute for International Textbook Research

Sen. Lamar Alexander (R-Tenn.)



Richard Cronin, Congressional Research Service

audience that publishing is all about revision and new editions and that it is nearly impossible for publishers to do this often enough to say current.

Sen. Lamar Alexander (R-Tenn.) visited the symposium briefly in the early afternoon to share information about the American History and Civics Education Act, which encourages the teaching of U.S. history and civics in American schools and offers summer residency academies for teachers and students. Lamar expressed his belief in American "exceptionalism," stating that the United States is different from other nations because of its founding principles.

Ritchie asked, "How do textbooks get published?" He cited the role of interest groups and the need for authors to speak up and tell the story while resisting the pressures of such groups. Ritchie said that the influx of immigrants to the United States has created largely multicultural student bodies, prompting the need to hear "more voices" in textbooks.

Viteritti asked, "Who is interested in history textbooks, and how do they articulate their interests? Why do we educate?" The United States has tried to cultivate enlightened citizens and nurture democracy since Jefferson's time. Horace Mann saw education as a vehicle for creating common civic culture (though the more pluralistic we become as a people, the more difficult it is to have a "common school"). Viteritti recommended allowing teachers to choose their own books while still preserving a necessary diversity.

Cronin, the discussant for this panel, was particularly sensitized to "how the American story" is told, pointing out that the United States is not alone in its national sense of "exceptionalism." However, Cronin said, in some ways the United States actually is exceptional—in its origins and in its diverse multicultural population.

History in the Classroom: A Discussion With Teachers and Students

Has there been a fundamental shift in the use and function of history textbooks inside and outside of U.S. classrooms? How are the historical narratives presented in textbooks actually used by teachers? Drawing on the experience of high school and middle school teachers and students, these questions were discussed on the second day of the symposium.

A video created by students from Fairfax County (Va.) Public Schools provided the first look at history teaching in today's schools. A lively discussion about textbooks and other resources used for learning history, conducted in an International Baccalaureate Theory of Knowledge class, captured the insightful comments of students.

Leslie Gray (Fairfax County Public Schools, Online Campus) and her student Kathryn Finegan; Robert Hines (Richard Montgomery High School, Rockville, Md.) and his student Saul Carlin; Cathy Hix (Swanson Middle School, Arlington, Va.) and her student Hannah Bauman; Rawiya Nash (Stuart-Hobson Middle School, Washington, D.C.) and her student Kayla Jones; and discussant Julianne Turner (University of Notre Dame) shared the strategies and materials they use in the teaching and learning of history.

Teachers and students were asked, "What makes history come alive?"

Hix said she connects history to present-day experiences, moving students from current events to past events. Gray said she places students back in time through "role" writing in diaries.

Missy Bell, left, was the photographer for the Madison High School video that was shown at the beginning of the conference; at right, Cathy Hix, a teacher at Swanson Middle School in Arlington, Va., and her student Hannah Bauman talk about how they connect to history in the classroom.

Bauman said that she is able to connect to history through studying the lives of historical figures when they were her age, while Finegan noted that she finds that connecting to the human and emotional side of the narrative makes history live for her.

Hines commented that he strives to capture his students' imaginations by using the drama of narrative and biography and delving into the multidimensional quality of human lives, and Nash said he tries to let students be decision-makers in their learning experience.

Guided by Gifford, teachers and students shared their use of multimedia, literature, art, poetry, music, Internet resources, the city and museums as classrooms, in addition to textbooks, as their "window" to history. When specifically asked about textbooks, all panelists claimed they are necessary to learning. But they agreed that they are not the only resource for learning. Textbooks were cited as helpful to "tie it all together" or as a starting place to provide needed background or a springboard for moving into deeper research.

"We live in a highly visual society, but do we also use sound in the teaching and learning of history?" asked Gifford.

Nash cited the use of museums and videos in which her students can hear speeches and voices from the past.

Hix said she has her students listen to speeches as they follow the text with overhead projections, and she uses simulations with sound and visuals to put students into historical environments.

Finegan said she learned a lot from hearing the "voices" of immigrants at Ellis Island.

Gifford then asked, "Why do we teach history? Why do you, as a student, think history is important?"

Gray stated that the history teacher's job is to orient students to the past through narrative.

Jones asked, "If you don't know your past, how will you know the future?"

Nash cited the African proverb: "Not to know is bad; not to want to know is worse."

Carlin reported that he learns about himself from historical characters.

Hines said he thinks that history provides an understanding of the diverse multiculturalism of the nation today.

Gifford's next question was, "As you teach American history, do you reference other cultures, people, values?"

Hix stated that primary sources help students see issues from different perspectives and make students aware of perspectives on a world stage.

Bauman said she felt that learning about history had helped her understand issues of isolation and bullying.

Nash stressed the importance of presenting balanced information to students, allowing them to become informed decision-makers.

Hines said he directs students to "stand in the shoes" of others, which provides insight into the assumptions often made about other nations.

Gray said she finds that calling on prior knowledge and linking back to what students learned earlier helps keep a broader world perspective in place.

A timely question came from the audience: "How do activities you do relate to teaching for 'the test'? Is NCLB [No Child Left Behind] marginalizing history?"

Hix replied that some teachers make the mistake of thinking they have to go back to basics and employ "drill and kill." However, when you teach for understanding, you are giving students a foundation to which they can attach facts and dates.

Teachers Leslie Gray, Fairfax County (Va.) Public Schools, and Robert Hines, Richard Montgomery High School, Rockville, Md., and their students Kathryn Finegan and Saul Carlin discussed the techniques that worked for them in the teaching of history.

Rawiya Nash, a teacher at Stuart-Hobson Middle School, Washington, D.C., and her student Kayla Jones stressed the importance of learning about the past in order to make better informed decisions about the future.

Gray agreed with this viewpoint but commented that tests should use more than "multiple choice" to assess learning.

Bauman said she felt that a basic understanding of history provides a scaffold for correctly dealing with questions of "when" and "why," while Finegan stated that activities that allow immersion in a topic give students the bigger picture and a structure to which they can pin the facts.

Turner summarized what the teachers and students had shared. She reminded the audience that establishing value, relevance and meaning for students; that drawing from personal experience; putting students back in time and starting from the student's own experience are all effective strategies for teaching history. She noted that connecting students to history "emotionally" by tapping into their interests through the use of the arts and multimedia captures their hearts as well as their minds and provides powerful learning experiences. And, giving students responsibility and choices allows them to feel in control of their learning and encourages them to take responsibility for it. When students are "hooked" into learning in these ways, Turner said, they find themselves becoming more "able" (smarter). They see themselves as experienced historians and are spurred on to learn more. Teachers can help students move forward with challenges through analysis, synthesis and provision of the "big picture." Good teaching leads students to display their own best qualities.

At the conclusion of this discussion, panel teachers presented snippets of lessons from their own practices.

Gray said that she leads students from acquisition of knowledge, to developing the skills and habits of the mind of the historian, to the use of Socratic questions to explore ideas and values.

Hix noted that she guides her students to uncover essential understandings through lesson unit questions, through the analysis of primary source documents and through authentic assessment of student learning.

Nash said that she uses differentiated instruction, active learning, collaboration, community building and development of responsibility to help her special-needs students succeed.

Hines, an admittedly "low-tech person," characterized his teaching style as "a cloud of chalk dust and 'Hi Ho Silver'!" He uses the narrative hook, letting his students know that great people are human beings; sprinkles anecdotes in his discourse to make his teaching lively; and brings in "stuff " to encourage his students to develop the ability to see "history around us." ◆

Leni Donlan is Learning Page project coordinator in the Office of Strategic Initiatives. The Learning Page is located at ***www.loc.gov/learn/****.*

At Twilight in May

Glück Closes the Literary Season with Poetry Reading

By BIBI MARTÍ

Louise Glück, the 12th Poet Laureate Consultant in Poetry, marked the end of the literary season with a reading of her work on the evening of May 4 at the Library of Congress.

Prosser Gifford, director of the Library's Office of Scholarly Programs, began the program with comments about the characteristics of Louise Glück's work.

"One of the privileges of my position is that I become acquainted over the years with successive poets laureate, come to know them somewhat, and their poetry better, because poetry can be captured and held in the hand; that's more difficult with poets. We are here tonight to hear Louise Glück share with us some of her new work. She's a poet who said early of herself, 'Each book I've written has culminated in a conscious, diagnostic act—a swearing off.'"

Gifford explained that those who have followed Glück since she wrote the books "Ararat" (1990), "Through the Wild Iris" (1992), "Meadowlands" (1996), "Vita Nova" (1999) and "The Seven Ages" (2001) "have come to see each of these books as complex, interrelated, sustained poems. Yet each is a separate narrative, a coherent story comprising many poems. The poems she has written are autobiography, but divested of the trappings of chronology and comment."

Gifford described the threads of Glück's poetry as "tonalities that are similar; the poetic voice is recognizable from one book to the next, and yet each is a different telling of growing up, of love, of loss, of persistence, of the vivid particular informing the yearning abstract. The poem Louise wrote in 1993 may embody perception so luminous it seems truth, but what keeps it alive is not fixed discovery but the means to discovery. What keeps it alive is intelligence. One keeps re-reading Louise again and again because it is a life set out in a series of stories, each complete in itself, but each entwined both with, and enriched by, what has come after and what has come before."

Whatever the subject of Glück's poems, Gifford continued, "these are the layers of a life, our life, all life, of the mind struggling to give voice to what it is to live."

Glück approached the stage and said that she would be reading selections from her new book, "Averno" (to be published by Farrar, Straus & Giroux in 2005), the bulk of which she wrote in February 2004. The title, explained in the book's epigraph, is from the ancient name "Avernis," a small crater lake 10 miles west of Naples, Italy, regarded by ancient Romans as the entrance to the underworld.

"Tonight you'll hear the mind struggling to give voice to what it is to die and then to live again," Glück said.

Because most of the poems in "Averno" are lengthy, Glück chose to present sections from the book that demonstrated "thematic preoccupations" reflecting the focus of the book, which Glück described as "the traffic between birth and death."

Without pauses between sections, to give the audience "some sensation of inertia," Glück read the first poem, "Landscape," consisting of five sections.

"Landscape" is full of imagery of chestnut trees and drowsy panoramas, the hum of the ocean somewhere in the background, while the narrator watches a stranger, his horse and his dog in the distance. The passage of time is indicated with the turn of seasons. In the poem's later sections, winter takes the role of protagonist, and the poem's narrator becomes distressed and disoriented that time could have slipped by. The cold and barren land that winter brought create a sort of suspended animation, physically and emotionally:

> Winter emptied the trees, filled
> them again with snow.
> Because I couldn't feel, snow
> fell, the lake froze over.
> Because I was afraid, I didn't
> move;
> My breath was white, a
> description of silence.

Glück next read "A Myth of Devotion," one of the poems in "Averno" about the Greek mythical figure Persephone, daughter of the god and goddess Zeus and Demeter. It begins with Hades' preparation for Persephone's inevitable arrival in his dark lair and concludes with a morbidly poignant twist: "In the end, he decides to name it 'Persephone's Girlhood.'"

The next poem Glück read, titled "Fugue," includes 22 short sections. The poem is a sketch made up of imaginary games, role-playing, girlhood guilt and relationships.

> 1.
> I was the man because I was
> taller.
> My sister decided
> When we should eat.
> From time to time, she'd have
> a baby.

It also deals with sardonic humor to temper a daughter's dark fantasy;

> 6.
> I had a dream; my mother fell
> out of a tree.
> After she fell, the tree died;
> it had outlived its function.
> My mother was unharmed—
> her arrows disappeared, her
> wings
> turned into arms. Fire: creature:
> Sagittarius. She finds herself
> in—
> a suburban garden. It is
> coming back to me."

and mourning and lamenting her lost youth.

> 19
> Like a bird sealed off from day-
> light;
> that was my childhood.

Glück finished the reading with four more poems, "Persephone the Wanderer," "Telescope," "Thrush" and "October," the last a poem in six sections. Themes in "October" include questioning existence, a return from the brink of self-annihilation and cautious optimism for recovery from a dark depression, while the narrator's memory speaks from the depths of self-criticism, ultimately straining for reconciliation through nature.

continued on page 127

Award Winners

Tillett and McCallum Receive ALA Honors

By SUSAN MORRIS

Two Library staff received important honors at the American Library Association's (ALA) Annual Conference in Orlando, Fla., in late June. Barbara Tillett, chief of the Library's Cataloging Policy and Support Office in the Cataloging Directorate since 1994, received the 2004 Margaret Mann Citation, which is the ALA's highest honor for achievement in cataloging and classification. And Sally H. McCallum, chief of the Network Development and MARC Standards Office (NDMSO) at the Library of Congress, is the 2004 recipient of the Melvil Dewey Medal and Citation for recent creative professional achievement of a high order.

Margaret Mann Citation to Barbara Tillett

Kate Harcourt of Columbia University Libraries, chairman of the 2004 Margaret Mann Citation Committee, said Tillett was selected for her "extraordinary contributions to both the theory and the practice of cataloging. ... Her achievements ... have given shape and direction to the work of many others in our profession, catalogers and noncatalogers alike."

Judith Mansfield, the Library's acting director for cataloging, noted, "In addition to her accomplishments in the theory and practice of bibliographic control, Barbara shows great personal warmth and accessibility to Library staff at every level. She is a master of communication through both formal and informal channels and goes to great lengths to ensure that Library staff members are informed of international cataloging developments."

Charlyn Spencer Pyne

Barbara Tillett

Added Deanna Marcum, associate librarian for Library Services: "I have known Barbara Tillett for the past 25 years and have had the privilege to work closely with her and to witness the evolution and growth of her prestigious career. The countless positive changes Barbara Tillett has brought to the Library of Congress and the library community make her supremely deserving of the nomination for ALA's top honor in cataloging and classification."

Active in the International Federation of Library Associations and Institutions (IFLA) since 1993, Tillett contributed her research to IFLA's 1998 production of "Functional Requirements of Bibliographic Records," which presents a model for the restructuring of information in catalogs to improve user access to international library collections.

As director of the Library's Integrated Library System (ILS) Program from August 1997 through July 2001, Tillett led the Library in selection and implementation of the institution's first integrated library system, the largest single information technology project in the Library's history. Guiding more than 500 Library staffers in some 40 teams, Tillett oversaw the migration from stand-alone legacy systems to the new integrated system of 12 million bibliographic records, 5 million authority records, 20,000 patron records, 30,000 vendor records, more than 55,000 records for open orders, as well as the transfer or creation of more than 20 million holdings and item records. Tillett also oversaw the training of 3,000 Library staff members to use the new system.

While she was ILS program director, Tillett represented the Library on the international Joint Steering Committee for Revision of AACR as it revised Chapter 9 of the "Anglo-American Cataloguing Rules" 2nd Ed. (AACR2) on electronic resources and Chapter 12 to improve the cataloging of serials and integrated resources.

Based on her research and advocacy for a decade, the Library, OCLC and the German National Library agreed in 2003 to test the concept of a Virtual International Authority File, which will provide access to millions of name authorities produced by libraries according to their own rules and in the languages of their choice. This file will provide World Wide Web access to approximately 2 million records for personal names from the German library and more than 3.8 million personal-name records from the Library of Congress. The system will link records for the same personal name.

The Mann Award includes a donation of $2,000 from OCLC Online Computer Library Center to be given to the recipient's choice of library schools. Tillett has decided to split the donation between the University of Hawaii, where she earned her master's degree in library science in 1970, and the University of California at Los Angeles, where she earned her doctorate in 1987.

Sally McCallum Receives Melvil Dewey Award

Chair of the Melvil Dewey Award Jury Winston Tabb said that McCallum, as recipient of the Dewey Award, is recognized for a career devoted "to the continual development of library standards that have resulted in significant, ongoing improvements to global bibliographic control and access to information. She has also been an effective leader within the International Federation of Library Associations and Institutions community, playing a major role in the recent changes that are making the federation a more open and inclusive organization." Tabb, who retired from the Library of Congress as associate librarian for Library Services, is now dean of the libraries and director of the Sheridan Libraries at Johns Hopkins University.

McCallum began her library career at the Library of Congress' Network Development Office in August 1976, after earning a master's degree in library science from the University of Chicago. From the beginning of her career, she was actively involved in the development of the MARC formats and worked to promote the interoperability of MARC to ensure that the formats would be relevant in a networked environment. She was named the assistant to the director for processing systems, networks and automation planning in 1980, assisting in the management of the Automation Planning and Development Office, Catalog Management and Catalog Publication divisions, Cataloging Distribution Service and Serial Record Division, as well as the Network Development Office. In June 1984 she was named chief of the newly established NDMSO.

As chief of NDMSO, McCallum oversaw the advancement of the Z39.50 information retrieval protocol from a U.S. standard to an international standard and ensured that the Library of Congress contributed to the Dublin Core Metadata Initiative. She chairs the MARC Harmonization Technical Committee, which carries out the technical support for the harmonization of USMARC and CANMARC into the MARC 21 formats and leads the continuing development of metadata standards including MODS (Metadata Object Description Schema), METS (Metadata Encoding and Transmission Standard) and the Encoded Archival Definition (EAD). Over the past several years, she has led an expansion of NDMSO's responsibilities to encompass planning and technical review for digital projects within Library Services.

Charlyn Spencer Pyne

Sally Hart McCallum

McCallum became active in national and international collaborations early in her career. She was involved in early work by the International Federation of Library Associations and Institutions on international authority control and participated in the American National Standards Institute's Committee Z39 and collaborations led by the former National Bureau of Standards for defining character sets. She also represented the Library of Congress in various projects sponsored by the International Standards Organisation and UNESCO, the United National Educational, Scientific and Cultural Organization. Most recently, she became chair of the Networked Reference Services Committee of the National Information Standards Organization.

In IFLA McCallum moved from technical working groups to a leadership role in the governance of the organization, serving on the former Professional Board for many years and chairing the board from 1995 through 1997. In the 1990s she was instrumental in the revision of IFLA's Statutes and Rules of Procedure to open up the governance of IFLA to wider participation, especially by members in developing countries. McCallum was elected to the new Governing Board in the first elections under the revised Statutes in 2001. Most recently, she became chair of the Networked Reference Services Committee of the National Information Standards Organization.

McCallum has received numerous accolades throughout her career. In 1981 she received the Esther J. Piercy Award given by the Association for Library Collections and Technical Services (ALCTS), an ALA division, to a librarian with not more than 10 years of professional experience who has shown outstanding promise for continuing contribution and leadership in the area of technical services. In 2002 she received the LITA/Gaylord Award for Achievement in Library and Information Technology for outstanding achievement in the creative use of information technology for improving or enhancing library services.

The Dewey Medal and Citation are donated by OCLC/Forest Press Inc., to an individual or group for recent creative professional achievement in library management, training, cataloging and classification and the tools and techniques of librarianship. Other Library of Congress employees who have been awarded the medal in recent years are Tabb (1998) and David A. Smith, retired chief of the Decimal Classification Division (2003).

Susan Morris is assistant to the director for cataloging at the Library of Congress.

Glück
continued from page 125

> Once more, the sun rises as
> it rose in the summer;
> bounty, balm, after violence.
> Balm after the leaves have
> changed after the fields
> have been harvested and
> turned.
> Tell me this is the future,
> I won't believe you.
> Tell me I'm living,
> I won't believe you.

The last lines of "October" signal a resolution, tenuous and quietly optimistic, which can be described as a sort of beacon for Glück's audience on that tranquil May evening.

> my friend the moon rises:
> she is beautiful tonight, but
> when is she not beautiful?

Bibi Martí is a public affairs specialist in the Library's Public Affairs Office.

Russell Lee

Faro and Doris Caudill, homesteaders in Pie Town, N.M., October 1940

'Bound for Glory'

Library Publishes Historic Color Photographs of America

"Bound for Glory: America in Color 1939-43" has recently been published by the Library of Congress in association with Harry N. Abrams Inc. This volume showcases pioneering color work by photographers Jack Delano, John Collier, Marion Post Wolcott, Russell Lee, John Vachon, Arthur Rothstein and others, which was carried out under the auspices of the Farm Security Administration (FSA) and the Office of War Information (OWI).

Alfred T. Palmer

M-4 tank crews in training at Fort Knox, Ky., 1944

"The photographs of the Farm Security Administration and the Office of War Information form an extensive pictorial record of American life in the late 1930s and 1940s," said Librarian of Congress James H. Billington. "Viewed as a whole, the collection, which the Library acquired in 1944, documents America as it emerged from the Great Depression and mobilized to fight World War II."

Shot on the Eastman Kodak Co.'s new film Kodachrome, which was first introduced in 1935, the photographs offer a rare color portrait of America in the prewar era.

"The color work by the FSA and OWI photographers remains little known and not enough appreciated," said National Book Critics Circle award-winner Paul Hendrickson, who wrote the book's introduction. "This book is being offered as a hopeful corrective."

The FSA/OWI collection, comprising more than 170,000 black-and-white photographs and 1,600 color prints, is the result of a government photography project undertaken by a succession of federal agencies. The FSA originally initiated the project to document the devastating effects of the Depression on America's rural population in order to garner support for government relief efforts. As the country began to mobilize for World War II, however, the photographic unit of the FSA was transferred to the newly created OWI, and war preparations became its focus. The result is a portrait of Americans at work in farms and facto-

The Faro Caudill family members eat dinner in their dugout, Pie Town, N.M., October 1940

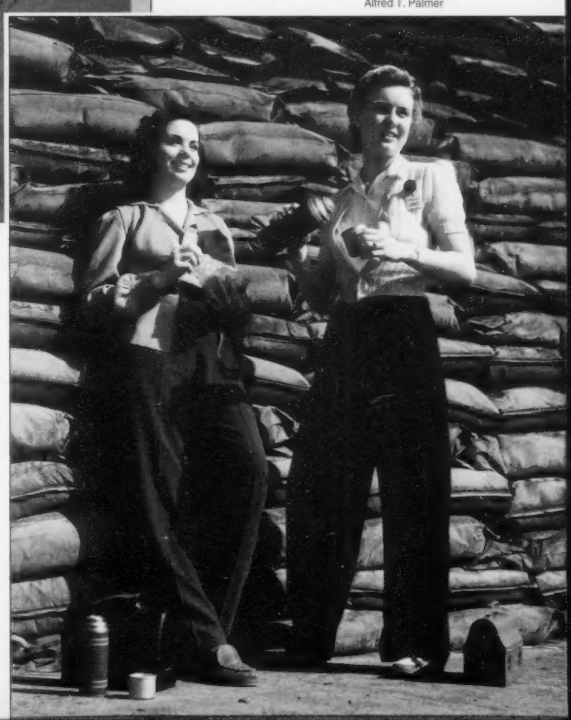
Russell Lee

A worker services a floodlight for use in round-the-clock operations at the Columbia Steel plant, Geneva, Utah, November 1942

Workers on a lunch break at the Douglas Aircraft plant, Long Beach, Calif., October 1942

Alfred T. Palmer

Andreas Feininger



ries during some of the most tumultuous years of the 20th century—in Hendrickson's words, "a pictorial encyclopedia of America herself"—from Vermont to Puerto Rico and the Virgin Islands and almost every state in between.

The complete collection of some 170,000 FSA/OWI photographs is available on the Library of Congress Web site at **www.loc.gov/rr/print**.

"Bound for Glory," a 192-page hardcover book with 175 color photographs, includes a Library of Congress reference number for each of the photographs, which enables readers to search for the specific image online or order photographic prints from the Library's Photoduplication Service (**www.loc.gov/preserv/pds/**). The book is available for $35 in bookstores nationwide in the Library's Sales Shop and online at **www.locstore.com/.** For credit card orders, call (888) 682-3557. ◆

Eyes to the Future

Kathryn Mendenhall Named New CDS Chief

By ANGELA KINNEY

The author interviewed Kathryn Mendenhall, whose appointment as chief of the Cataloging Distribution Service (CDS) became effective in January 2004. Mendenhall talked about the digital future of cataloging.

Kathryn Mendenhall, the new chief of the Cataloging Distribution Service (CDS), is no stranger to this small division of 32 staff that is part of the National Services Directorate of Library Services. Operating as one of the Library's earliest cost-recovery operations since 1902, CDS serves 8,000 customers in more than 80 countries.

Over a span of 21 years at the Library, Mendenhall became well acquainted with CDS operations, having begun her career there, worked for CDS for much of that period and served as its acting chief more than once.

When Beacher Wiggins, acting deputy associate librarian for Library Services, announced her appointment as chief, he said: "Kathryn Mendenhall brings a wealth of experience to this position. She has served in varied roles within the Library of Congress, as well as in other organizations. Ms. Mendenhall has demonstrated excellent skills in planning, marketing and working with a divergent customer base. These exceptional skills will be invaluable to the Cataloging Distribution Service as it makes the transition to Web-based products and services."

Mendenhall served as acting chief of CDS from 1997 to 2000; acting assistant chief of the Motion Picture, Broadcasting and Recorded Sound Division from 2000 to 2001; and acting chief of CDS again from 2001 to 2004. For the past 15 years, Mendenhall has overseen the development of all CDS products and services. Most recently she provided leadership in the transition of the division to a smaller, more cost-effective business.

Shortly after Mendenhall came to the Library in 1977 as a member of the Intern Program, she was employed as a customer service analyst in CDS. She left the Library in 1980 to work in systems development at Battelle Columbus Laboratories in Washington, D.C. In 1984, she became head of Systems and Research Services at the University of North Carolina. She rejoined the staff of CDS in 1985, working as a project leader and user liaison on the development and marketing of new MARC distribution services and electronically produced print products.

All photos by Michaela McNichol

Mendenhall holds a bachelor's degree in French from the University of North Carolina at Chapel Hill and master's degrees in library and information science from the University of North Carolina and in French from Middlebury College in Vermont.

The new CDS chief agreed to the following interview to discuss present-day CDS operations and strategic planning.

Kinney: In your opinion, what are the greatest challenges CDS currently faces?

Mendenhall: CDS' challenges reflect the challenges faced by the Library's cataloging operations and by the cataloging profession as a whole. The standards and modes of bibliographic control used so effectively in the 20th century are too costly and labor-intensive to apply in the same way to the burgeoning world of digital and electronic resources.

The enormous challenges of bibliographic control in the digital environment were taken up by cataloging leaders in a Library-sponsored conference on Bibliographic Control for the New Millennium in November 2000. An ambitious action plan resulted from the conference. CDS is a partner in the implementation of several initiatives in this action plan.

The greatest challenge for CDS will be to sustain cost-recovery operations in a hybrid print and electronic world, while at the same time evolving its products and services to incorporate new standards and modes of bibliographic control. As a national library, the Library of Congress has a major role to play in assisting other librar-

ies with the transition to new cataloging and metadata standards.

CDS' statutory authority to recover distribution costs through the assessment of fees is a tool for providing the broader library community with access to certain Library products and services that may not otherwise be possible. Used selectively and appropriately, this statutory cost-recovery authority offers a way to extend and enhance access to some of the Library's bibliographic resources. In the longer term, it may be desirable to transition certain other products and services to direct funding by appropriations as a way to broaden and extend access. An increasing challenge in the Internet environment is determining when to exercise CDS' statutory cost-recovery authority and when to forgo it.

Kinney: What milestones do you hope to achieve as chief of CDS?

Mendenhall: I hope to increase the ease and convenience of access to CDS products and speed content delivery. Within the next two years, I hope it will be significantly easier and faster for customers to order and receive the Library's cataloging products from CDS.

Planning is under way in CDS, as well as in the other cost-recovery areas of the Library, to implement Web-enabled business and customer information management systems. Once these integrated systems are implemented, customers will be able to place orders online and receive access to electronic products immediately.

Other milestones focus on adapting CDS' distribution models to incorporate new cataloging models and modes of bibliographic control. For the foreseeable future, I expect that CDS will continue to provide the library community with traditional print-based services, while at the same time developing and introducing new Web-based services.

Kinney: How do you see CDS' partnerships with its clients and other organizations evolving over the next decade?

Mendenhall: I see these partnerships increasing in number and depth as national-level organizations in both the public and private sectors seek to achieve greater impact by combining their efforts to achieve common goals. This is happening now in the area of continuing education for cataloging professionals.

The Library and the Program for Cooperative Cataloging, in collaboration with the Association for Library Collections and Technical Services (ALCTS) of the American Library Association, are launching plans to develop and implement a series of courses to help prepare practicing catalogers for the 21st century digital environment. CDS will be distributing these courses initially in PDF format and later in other formats according to customer demand.

Another area of collaboration is the packaging and linking of metadata tools and standards. Cataloger's Desktop is becoming a portal, not only to resources developed under the auspices of the Library of Congress, but also to resources developed in other communities. Agreements with ALA Publishing, the Society of American Archivists and OCLC provide CDS with the rights to incorporate and distribute value-added content in its electronic services. The benefit to catalogers is one-stop access to a broad array of cataloging and metadata resources.

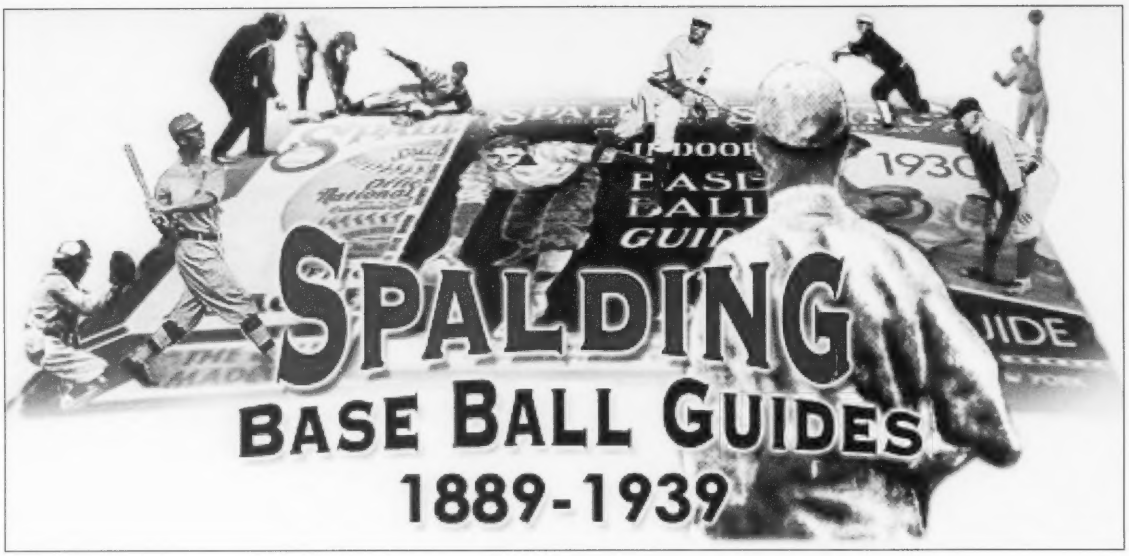
Kinney: Are there other products you would like to see CDS market that are cutting-edge innovations not yet seen in the library industry?

Mendenhall: One area of product development, which is a pipe dream at this point but that could have a transforming effect on cataloging and resource discovery if it were fully developed and successful, is automatic metadata generation. Currently Cataloger's Desktop is used by human catalogers to create cataloging records and other metadata. In the longer term, the potential exists for the cataloging rules and standards that are contained in Cataloger's Desktop to be used by computers to process electronic texts and create certain types of metadata records automatically. If such a software tool were available, think of the potential.

The Library invests hundreds of staff and tens of millions of dollars in the cataloging of materials. The cataloging workforce is aging. There are a limited number of new catalogers on the horizon. A metadata generation tool could potentially be used by catalogers to create metadata records from digital content submitted to the Library for pre-publication cataloging or for copyright deposit. In combination with the human processes that are required for the intellectual work of authority control and subject analysis, a tool for the automatic generation of metadata could increase cataloger productivity in the future.

Although automatic metadata generation is still a pipe dream, it is important to ask the question, "What is it that is impossible today, but if it were possible would make all the difference?" The answer to that question 10 years ago is the World Wide Web of today. Asking and answering that question is one way to focus and direct our energies to the future. ◆

Angela Kinney is chief of the Social Sciences Cataloging Division in the Cataloging Directorate.



Take Me Out to the Ball Game

Historic Baseball Guides Now Available Online

A new online presentation of baseball guides from the game's early days is now available on the Library of Congress Web site in "Spalding Base Ball Guides, 1889-1939" at **memory.loc.gov/ammem/spaldinghtml/**.

The presentation, part of the American Memory Web site, comprises a historic selection of "Spalding's Official Base Ball Guide" and the "Official Indoor Base Ball Guide." The collection reproduces 35 of the guides, which were published by the Spalding Athletic Co. in the late 19th and early 20th centuries.

"Spalding's Official Base Ball Guide" was perhaps the premier baseball publication of its day. It featured editorials from baseball writers on the state of the game, statistics, photographs and analyses of the previous season for all the major league teams and for many of the so-called minor leagues across the nation.

The user of "Spalding's Official Base Ball Guide" will find well-known stars of the game, such as Babe Ruth, Tris Speaker, Walter Johnson, Ty Cobb, Lou Gehrig, Joe DiMaggio, Goose Goslin, Christy Mathewson and John McGraw, as well as players who never gained the fame these players did. Team photographs are available for almost every team from the turn of the 20th century forward. The 15 "Spalding's Official Base Ball Guides" included in this online collection were published between 1889 and 1939.

The "Official Indoor Base Ball Guide" covers a game that may be unfamiliar to most contemporary baseball fans, but it is actually the origin of the game we now know as softball. These guides, too, offer rules and "how-tos" of the game, information on the game's founding fathers, photographs of teams and players from across the land and game statistics. The 20 "Official Indoor Base Ball Guides" included in this collection were published between 1903 and 1926.

During his more than 21 years' involvement with baseball's major leagues, A.G. (Albert Goodwill) Spalding (1850-1915) was a baseball player, manager and executive. With his brother, he began the sporting-goods manufacturing and retail business that still bears his name and is known to millions. He also founded a publishing house, the American Sports Publishing Co.

American Sports issued works that can be classified into three general categories. The first were instructional manuals, such as "How to Play Second Base," "How to Bowl" and "How to Play American Hand Ball." The second category was rule books for many sports. The third category, and the one most widely used by researchers and sports historians, comprises the annuals that both narratively and statistically summarized the previous year's history, accomplishments and records for a specific sport. A few of the sports covered are baseball, women's basketball, golf, college football and track and field athletics. Collectively, these are known as Spalding Guides. In addition to the text, all guides included an advertising section for the Spalding sporting-goods empire that provides a fascinating history of the development of sporting goods ranging from baseball gloves, tennis rackets and ice skates to golf clubs and football cleats.

The Library of Congress has more than 1,000 of these guides, believed to be the largest collection held by any institution. A small sample is offered in "Spalding Baseball Guides, 1889-1939."

American Memory is a project of the Library of Congress. Its more than 120 collections, which range from the papers of U.S. presidents, Civil War photographs and early films of Thomas Edison to papers documenting the women's suffrage and civil rights movements, Jazz Age photographs and the first baseball cards, include more than 8.5 million items from the Library of Congress and other major repositories. The monthly Wise Guide **www.loc.gov/wiseguide/**, features some of the online collections on the Library's Web site and demonstrates that "It's Fun to Know History."◆

The U.S. and Brazil: Expanding Frontiers, Comparing Cultures

Libraries Collaborate on U.S.-Brazilian Web Site

United States and Brazil:
Expanding Frontiers, Comparing Cultures
Brasil e Estados Unidos:
Expandindo Fronteiras, Comparando Culturas

Librarian of Congress James H. Billington and President of the National Library of Brazil Foundation Pedro Correa do Lago have launched a collaborative Web site that explores the historical similarities and contrasts, ethnic diversity and interactions between Brazil and the United States.

"The United States and Brazil: Expanding Frontiers, Comparing Cultures" includes some 9,800 images from the rare book, manuscript, map, prints and photographic collections of the Library of Congress and the National Library of Brazil. The site represents the first phase of a continuing project by the National Library of Brazil and the Library that is being carried out under a cooperative agreement signed by Billington and Correa do Lago. The site can be accessed at **http://international.loc.gov/intldl/brhtml/**.

"The National Library of Brazil is one of the great libraries of the world, and I am excited that Brazil is now part of our Global Gateway collaborative digital initiative, which includes the Netherlands, Russia and Spain, with more nations to come," said Billington. "These bilingual multimedia Web sites are making it possible for the Library of Congress to share its resources with the world and for Americans to share in the library resources of other nations."

The Global Gateway Web site of international collections and links to international Web sites is at **http://international.loc.gov/.**

The Brazil project focuses on five main themes related to the history of Brazil and its interactions with the United States: "Historical Foundations," "Ethnic Diversity," "Culture and Literature," "Mutual Impressions" and "Biodiversity."

Among the items available on the site are letters by Thomas Jefferson about Brazil's independence movement, illustrations of 19th century Brazil by French artist Jean Baptiste Debret, documents relating to the reigns of Emperors Pedro I and Pedro II, 18th century maps and the text of "O Guarani," Brazil's earliest heroic poem.

"The United States and Brazil: Expanding Frontiers, Comparing Cultures" is bilingual, in English and Portuguese, and is intended for use in schools and libraries and by the general public in both countries and around the world. The project grew out of a visit to Brazil in 1999 by Billington and subsequent discussions between the two national libraries about the numerous parallels in the histories of the two largest countries in the Americas. Support for the project was provided by the Vitae Foundation of Sao Paulo, Brazil, directed by José Mindlin, and the Library of Congress.

"The United States and Brazil" is part of the Library's Global Gateway initiative of digital library collaborations with leading libraries and cultural institutions from around the world. Other Global Gateway projects are planned with libraries in Egypt, France and Japan. Existing projects with libraries in Russia, the Netherlands and Spain are already yielding results and can be found online at **http://international.loc.gov**.

The National Library of Brazil is the largest in Latin America. It was founded in 1808 with the collections of the Portuguese Royal Library. It preserves a collection of approximately 9 million items, including books, stamps, illustrations, manuscripts, maps and audiovisual materials. Its Web site is at **www.bn.br**. ◆

News from the Center for the Book

New Booklet on 1979, 1991 White House Conferences

There have been two White House conferences about libraries and information services—the first in 1979, the second in 1991. How did these conferences shape—or fail to shape—library and information services? How successful were they in enlisting citizen and governmental support for libraries? To what extent did they help bridge the gap between the interests of library professionals and those of grass-roots library users?

A new 20-page booklet by Center for the Book consultant Virginia H. Mathews addresses these questions and provides initial answers. Its publication was marked at the Library of Congress at a May 3 reception celebrating the 25th anniversary of the first White House conference and the 25th anniversary of the citizen advocacy group established at that meeting, the White House Conference on Library and Information Services Taskforce (WHCLIST).

Leonard Kniffel

In the Library's Madison Hall, WHCLIST chair Rose Ellen Reynolds and John Cole welcome state librarians, Center for the Book state coordinators and former WHCLIST members to the 25th anniversary celebration of the first White House Conference on Library and Information Services Task Force.

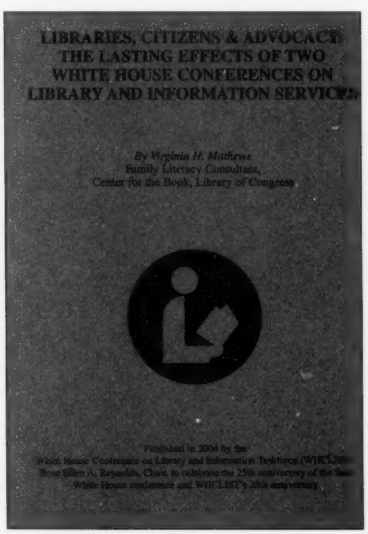
At the reception, WHCLIST Chair Rose Ellen A. Reynolds welcomed many WHCLIST members, state librarians and state center for the book coordinators from throughout the nation. She also presented Center for the Book Director John Y. Cole and the Library of Congress with plaques recognizing support of WHCLIST during the past quarter century by both the Center for the Book and the Library of Congress itself.

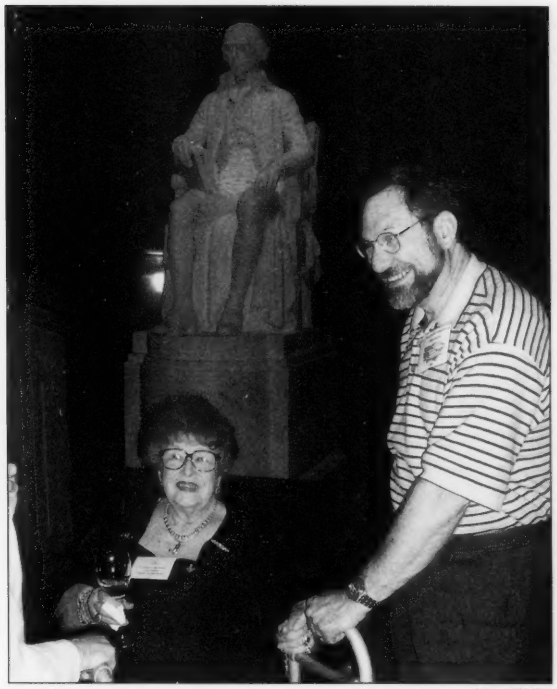
In his preface to the booklet and his remarks on May 3, Cole noted that WHCLIST, which was founded by a resolution of the 1979 White House conference to carry forward the conference's proposed resolutions and recommendations, "has emerged as an effective, spirited, national advocacy group .. keeping alive the flame of library advocacy, particularly at the community level." He also said that the Center for the Book is proud to promote the partnership and advocacy vision embodied by WHCLIST and the two White House conferences.

In her assessment of the outcomes of the two conferences, Mathews points out that WHCLIST has been especially effective at the political level, keeping the conferences' resolutions and recommendations in front of elected local, state and national officials.

A pamphlet highlight is a series of brief comments about the effectiveness and results of the two White House conferences by 11 conference observers or participants: William Asp, Mary Kitt Dunn, Marilyn Miller, Joan Ress Reeves, Patricia H. Smith, Renee Swartz, F. William Summers, Carol H. Tice, Alphonse F. Trezza, Marcia Trotta and Gretchen Wronka.

For example, Reeves, Rhode Island delegate to the 1979 and 1991 conferences and former chair, WHCLIST, observed: "The most important result


LIBRARIES, CITIZENS & ADVOCACY:
THE LASTING EFFECTS OF TWO
WHITE HOUSE CONFERENCES ON
LIBRARY AND INFORMATION SERVICES
By Virginia H. Mathews
Family Literacy Consultant,
Center for the Book, Library of Congress



Leonard Kniffel

Charlynn Spencer Pyne

At left, Center for the Book consultant Virginia Mathews, author of the White House conference booklet, is congratulated by Lamar Veatch, state librarian of Georgia. At right, Robert Martin, director of the Institute of Museum and Library Services (IMLS) with Renee Swartz, participant in the 1979 and 1991 White House conferences, current coordinator of the New Jersey Center for the Book and recent appointee to the IMLS board.

of the two White House Conferences on Library and Information Services was the development of a cadre of committed library supporters nationwide, epitomized by the WHCLIST, whose members were inspired by high-level discussions. They, with many others, continue to be strong advocates at the state and national level."

And Swartz, chair of the New Jersey delegation to the 1979 and 1991 White House conferences, and coordinator of the New Jersey Center for the Book, wrote: "Here are some outcomes of the White House conferences, all of which WHCLIST has helped carry forward: a strengthened and increasingly dynamic role for citizen-trustees in guiding library development; the emergence of citizen leadership across the nation, spearheading a new synergy within the library profession; the concept of partnership-building as a means to advance the library agenda; and the use of information as the power to promote increased productivity, economic growth, and enhanced quality of life for all citizens."

Charlynn Spencer Pyne

It was appropriate that an event celebrating the mutual dependencies among democracy, libraries and citizen advocacy would be marked in the Library's Madison Hall. This 1822 quotation from Madison is inscribed on the Madison Building's front entrance: "Knowledge will forever govern ignorance; and a people who mean to be their own governors, must arm themselves with the power which knowledge gives."

Published by the Center for the Book with support from WHCLIST, "Libraries, Citizens & Advocacy" is available free from the Center for the Book: telephone (202) 707-5221, fax (202) 707-0269, e-mail: cfbook@loc.gov. ◆

This is a regular column by Center for the Book Director John Y. Cole.

THE LIBRARY OF CONGRESS

PUBLIC AFFAIRS OFFICE
101 INDEPENDENCE AVE. S.E.
WASHINGTON, DC 20540-1610

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

PRESORTED STANDARD
POSTAGE & FEES PAID
LIBRARY OF CONGRESS
WASHINGTON, DC
PERMIT No. G-103

DATED MATERIAL

LIBRARY OF CONGRESS
INFORMATION BULLETIN

ISSN 0041-7904

If you wish to be removed from the mailing list for this publication check here ☐ and return this page to the above address. If change is required enter on address label and return. To request missing issue(s) of the Bulletin, please address your inquires to the above address.

**********3-DIGIT 481 S21 P1
005
UNIV MICROFILMS INTN'L
ATTN SERIALS ACQUISITIONS DEPT
300 N ZEEB RD
ANN ARBOR MI 48103-1553